# The Clearing Help Bracket

by Jack Horner

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For a long time we have had something within Eductivism called "GPMs" —— Goals-Problems-Masses - which involves a very complex procedure in the direction of clearing. It has a liability in that it takes quite a while to train a person how to do it, on themselves and/or others, and particularly for people you're processing and clearing, it involves your having to train them 5-15 hours in addition to processing them in order for them to be run on GPMs. Several years ago I found a way around that by finding certain materials, which when run on people, got them clear without their having to learn the GPM structure. It did still require that the eductor have a knowledge of GPMs so that certain specific significances were addressed and the eductor understood why.

The line plot of the GPMs primarily has to do with attitudes that one uses to stop the accomplishment of one's intentions or goals, and the attitudes that are in the way, the in-common attitudes that most people have and more or less the progression they follow in deteriorating their intentions with counter intentions or with their considerations of opposition. You should have a working familiarity with the material of the line plots because you will hear, frequently, people in session expressing some aspect of the line plot in which they're stuck, and which they're dramatizing.

The GPMs had three factors: the creation of a goal, the not-isness or destruction of the goal, and the attempt to create an absence of the goal. We found a way of pretty well handling all of that without going through all the long triads of the GPMs.

**Development of the Clearing Help process**

What happened, in the historical sense of technical development, is that when the non-winner material was observed, and the various aspects of participation/participant brackets were discovered, they essentially took care of the compulsive goal-accomplishment of the GPMs if the eductor had the understanding behind that and knew what he was doing with the non-winner and participant brackets, and could find the right buttons for the person in terms of clearing.[1] We could pretty well clear people by taking them through power and then taking them through the participant brackets of various kinds and the non-winner brackets and fully dealing with those subjects, then following that with rock material and then following that with the Dimension Plot, which has to do with knowing.[2]

As you progress you sometimes find simpler ways of doing things. When you find simpler ways of doing things, the next step tends to unfold. So you get a simpler way of doing what you're doing and accomplishing more with that simpler way, while at the same time finding more which immediately becomes complex. You deal with that as a complexity until it simplifies out, at which point you usually find your first attempts to handle it were rather complex.

What happened was that I was running help brackets on people and they'd finally get sufficiently clear that I'd say, for example, "How could you help a purple lotus-eater?" and they'd say, "By giving it some lotuses." They got clear on help so the significance of the terminal became irrelevant and they could answer the question in terms of what anything could do to help anything.

I wondered how I was going to get around that

**1** "Non-winner" was a generic designation for all of the types of identities or beingnesses an individual might assume to ensure continued participation in a game by making sure neither to win nor lose. It was observed by Jack Horner and others that running help and problems on a "non-winner" would bring to view and run outvarious aspects of the GPMs. It was later observed that the various gradients of non-winning could be characterized as various types of participants, such as a "willing participant" or an "unwilling participant" and others, which could be used to target the GPM dramatizations more specifically.

**2** In Eductivism the "rock" refers to the individual's memory of the creations, forms or identities that were originally considered to be perfect, and all of the automaticities and dramatizations that go with them. The original research on the "rock" and the term itself come from the Scientology Advanced Clinical Courses of 1957 – 58. The "Dimension Plot" is described in greater detail later in this lecture; it was a systematic method of targeting and viewing much of the material that came out of running the "rock" over many subsequent years.

and get them to focus on the target. So I developed something that I've been calling a Clearing Help bracket, which goes, "In relation to a purple lotus-eater how could you help another? In relation to a purple lotus-eater how could another help you? In relation to a purple lotus-eater how could another help him or herself? In relation to a purple lotus-eater how could you help yourself? In relation to a purple lotus-eater how could another help another? How could a purple lotus-eater help you?"

That bracket worked very well because then you could continue to focus on some target, some terminal, some condition, some quality, some quantity of something. It works very well and is extremely useful for cleaning up certain aspects of a case and those things a person is fixated on. I call it a Clearing Help bracket because it largely clears the area rather than just keying it out.

We went a little further with this development, and by accident the GPM material fell into the running of Clearing Help brackets. I say "by accident" because I didn't go looking for a better way to run GPMs, I was running a Clearing Help bracket one day and I saw a better way to run GPMs, simple as that. I've been checking it out, and it seems to follow right on out.

Not only is it a better way of running GPMs, it's a better way of running some aspects of power, it's a better way of running some aspects of rock, and it's a better way of running some aspects of the Dimension Plot. So it isn't limited to GPMs. This preface is to give you an idea of the background before we get into the current goodies.

**Class 7: Power**

We have some rather complex methods of running Power, or Eductivism Class 7, which now are pretty well unnecessary with the exception of the Power Lineup 1973. You can for the most part drop the "Tell me a source, tell me a non-source" process because the process I'm about to give you replaces it. "What is?/What isn't?" and "Existing conditions" and those processes on that lineup are still pretty well there. And, as far as I'm concerned, any previous process in a given class is still applicable if you think it is applicable and you wish to use it. So all the power processes we've ever had are still applicable if you want to take the time to explore those avenues. But in terms of doing the fastest, most efficient job possible, you don't need to run 75 power processes. You only need to run a couple, or three or four, or five maybe. "What is?/What isn't?" for example, and existing conditions, and the justification process, "How have you rationalized, justified, excused or explained being a source/not being a source?" etc. That process, also run with assumptions and decisions, is extremely helpful in clarifying how a person set himself up to deny his own power.

But if we take the Clearing Help bracket first, and we run that on "being a source", it takes most of this stuff apart. The bracket, and I'll just lay it out fully, here, is the same Clearing Help bracket. "In relation to being a source, how could you help another? In relation to being a source how could another help you? In relation to being a source how could another help him or herself? In relation being a source how could you help yourself? In relation to being a source how could another help another? How could being a source help you?"

That's the first half of what you might call the Class 7 Clearing Help bracket. You ask those questions and you go right into the next set, which is "In relation to not being a source how could you help another? In relation to not being a source how could another help you? In relation to not being a source how could another help him or herself? In relation to not being a source how could you help yourself? In relation to not being a source how could another help another? How could not being a source help you?" You just do those questions. You alternate the being a source bracket with the not being a source bracket, back and forth. Once in a while I might run one through twice and then go back to the other one, depending on what I see in front of me. This goes a long way in terms of clarifying a person's ability to manifest his intentions. It clarifies a great deal about source.

We have a little different understanding today with our eductees, because with the processes we're running, by the time we get them to this point, they've already cognited that they're source. It's almost a redundancy to run "Tell me a source, tell me a no-source" with these people. But they haven't explored how they set themselves up, and this is a methodical exploration of how they fixed themselves to be source or to deny source, or to not be source, and their relationship with others.

One of the cognitions that can come out of this is the eductee realizing that he's source and everybody else is source, too, and no matter what you do everybody wins. When you run "In relation to not being a source how could you help another?" you might get the eductee realizing, "Well, if I don't source it and I set it up so the other person can source it, if I source influencing the other person into sourcing, that could help them. So in a sense by not being a source of a certain kind, anyway,

I can help somebody else. So, there's somebody else out there who is source". So we don't get this only-source and great super-source phenomenon coming out of this process. Also it tends to blow the valences as to who's being source. If a person has a subjective understanding that each of us is source and we interrelate with each other with our sourceness, and there's harmony in that sourceness, then everybody wins. And there are a lot of other goodies that come out of running it.

**Two categories of people**

In my experience there have been two essential categories of people that I've processed on a preclear level. One of them is a person who's got so many valences he doesn't know who he is. On the other side are people who tend to be rather paranoid, because they've always known who they are, but by god, they're going to be who they are, and nobody's going to take that away from them. So they're in sort of a stuck self-identity. Well this source bracket kind of blows that one because the guy finally gets so he doesn't have to be source. He can relax and enjoy it. He doesn't have to be compulsive source. He's not on an enforced sourceness, which is kind of being it, doing it, or expressing it with protest all the time. So it takes away that, "I must be source. I've got to keep running the universe. If I relax for one minute, the particles will disappear!" (That's his subjective feeling about it. He can't let anybody else do it.) So this process is very effective in respect of handling that.

We now have this as one of the prime power processes, if not the first and prime power process, followed up by the other Power Lineup processes with the exception of "Tell me a source", which you can still run if you want to. The next item to be run on that bracket is intention, or intending, depending on which is more real to the person. By this time a person certainly should have some concept of what an intention is if you've processed him correctly up the line. "In relation to intention how could you help another?" And so forth, on that same plus-minus bracket I've just given you. So we have that, plus the old Class 7, and that's pretty well a new Power Lineup 1978.

These upper level Clearing Help brackets, from Class 7 upward, cover both sides of the coin, being a source and not being a source, intending and not intending (or, intention and "having no intention" or something of that kind - you have to word it appropriately for the eductee in front of you for that second half of the bracket, the "negative" side).

I don't put "negative" in a negative sense. It's merely a plus-minus. In terms of magnetic function or electrical function, plus and minus aren't good or bad, they're just one side or the other. This is one of the recognitions that people get out of this process. Consistently, when you run the bracket, the quality, state or whatever's in the blank that's being addressed, is or it can be generated. It doesn't have any good or bad, right or wrong, happy or unhappy, or any other dichotomy in it per se. That's all added, by the being himself, or by other beings. He comes to that subjective realization of the quality or the isness of that which he's been generating.

**Class 8**

So that moves us into Class 8. What do you run on Class 8? Most of the end words required for clearing in the bulletin of April 29, 1970, DTB 12R, such as doingness (and not doingness). You don't necessarily have to use them as "ness" words; just get the concepts. Communicating, not communicating; creating, not creating. "In relation to creating how could you help another?" You can run that at Class 7½, 8. Having run source and intention you can deal with creation.

Let me give you some specific ones not to run at Class 8. Perfect standards, creations, purposes. Perfect anything you do not run at Class 8; that's Class 9. Beingness and knowingness are on your list of required end words, for example, but don't run them at Class 8, because knowing and being precede the structures of help. Help is a via for the expression and manifestation of knowing and being. Anything that looks like it's rock material, don't run it at Class 8. Let's get him through the Class 8 stuff first.

You might ask, what are the consequences of running them too soon? From my viewpoint there's nothing in this subject that is dangerous to anybody. There are no horrible consequences other than the guy ending up more conscious than he was in the first place. In some cases he's conscious of more unconsciousness than he knew he had. Running these too soon is like trying to run service facsimiles on a guy who can't talk to you. You can do it, but it's not going to work with as much reality. It's less efficient and effective.

The structure of the original GPMs, as formulated by L. Ron Hubbard, had only a positive and negative side. They had destroying and making an absence of, but they didn't have any creating of them in the first place. So the addition that I came along with in my research was I found you have to create something before you can not create it. How-

ever these alternate plus-minus brackets that I'm giving you in this Clearing Help bracket handle the creating of it, and the altering of it, and the disappearing of it. It handles all those factors just mechanically.

**The GPM items**

In running this with eductees, after a few passes through those brackets, you will hear the GPM line plot items: no longer wanting a goal, or showing them I can do it differently and better, or the rejections and disagreements with others who also want to do it, and you will hear renewing my determination by constantly pursuing the goal, and you will hear failures, and you will hear automatically doing it, and you'll hear becoming fixated with it, and you'll hear having to and feeling that you're compelled to, and hating to do it but doing it anyway, criticisms of it, and you will hear hoping not to source but doing it anyway, and you'll hear too much sourcing, and you'll hear to never source anything again. You'll hear the whole line plot production in the process of running though these brackets. It's good for you to know that line plot so you'll recognize those things when you hear them, and occasionally you may want him to take a little further look at them.

Those things that you recognize as end words can be done at Class 8. The only ones to stay away from are those that are pre-GPM stuff, which is rock stuff and Dimension Plot stuff, having to do with knowing. Let him get through some of the other mechanics first. Like energy, or mass, or goals, and awareness, aliveness, and so forth. (Not space, however). What I'm saying is that many of these end words are applicable after you run power.

**Finding the end words**

Usually you don't have to search for them, or even assess for them off of the list. You hear them from your eductee, or have heard them already by now. Whatever is going on in his life is a reflection of that material which he is now trying to learn to handle. Whatever problem he has in his life is what's next that he needs to learn to view, and it is a question of finding the right terminal to put in that blank on these Clearing Help brackets, and then running both the plus and the minus side of the Clearing Help bracket on it.

On Class 8 specifically you want to deal with the non-winner. You would run "In relation to a winner/In relation to a non-winner." That's another, probably better, way of running the non-winner bracket, rather than "How could you help a non-winner?" etc. You might use "winning" and "non-winning" or "not winning" and "winner/non-winner." Participating/not participating. In the participant and non-winner material, again, you have to sometimes deal with certain kinds of participants. If you ran a detached participant then you probably have to run an undetached participant, or an involved participant as the other side of it.

You will have to do a little intelligent analysis and assessment in order to adequately express the positives and the negatives in running these clearing help brackets. But at Class 8 you should handle the winner and non-winner factors and the participant factors. Which leads you inevitably into the fact that if you're going to win or lose, if you're going to participate or not participate, or if you're going to be a source or not be a source, etc., then you must be basing that on some kind of fixed ideas, standards, purposes, goals, intentions and manifestations, which is what Class 9 is about.

**Class 9**

Here are some of the items on the Clearing Help brackets on Class 9. They're all perfect/imperfect stuff. "In relation to a perfect standard how could you help another?" A perfect creation; a perfect purpose; a perfect goal; a perfect manifestation; a perfect intention; a perfect via; a perfect viewpoint; a perfect sphere; a perfect particle; a perfect model. Those are the primary items that I have down for the rock material now. All of these may or may not be necessary on a given eductee but most of them are useful. Which is the terminology that fits this eductee most fully and how much time do you have? You'd better find the one or ones that work best. If you have time and you want to be on the safe side, run all of them. You probably will. And if you don't, sooner or later the eductee will.

They're all different ways of referring to the same material. It's just a matter of how is it addressed in what's left of his mind to be reached at this point, whether it's a perfect viewpoint, or a perfect creation or a perfect manifestation. There are a couple of differences here: A perfect standard is different than a manifestation, and a perfect purpose or goal is different than either of those, although a goal to some degree becomes a standard, a standard based on goals. You're playing with that whole thing in this Class 9 area. The second half of the bracket would be an imperfect standard, or an imperfect creation, or an imperfect purpose, or an imperfect manifestation, or an im-

perfect intention, etc.

There was a bulletin on how to assess for which rock item to run. That bulletin is still applicable in finding those things, but use the Clearing Help bracket on them, and you will speed up the whole process considerably.

There has been a method of bridging from Class 8 to Class 9, from participants, non-winners and winners, after those are cleared, then by adding the word "perfect." We also used to run as part of the rock the "perfect people pleaser/perfect being pleaser/perfect approval seeker," things of that kind. My experience has been that I've been tending to run those before this point. Usually the eductee has a need to be validated or approved of, and I've been handling that around Class 6 one way or another. I usually find who or what would be doing this, find the item, get the intention of the item and then run the Clearing Help bracket on it. Or, at least the first half of the Clearing Help bracket, which usually handles it.

But in this vague area between Class 8 and Class 9, you may have to run Clearing Help in relation to a perfect people pleaser. Then the other side would be an imperfect people pleaser. Or, "In relation to people pleasing/In relation to not pleasing people". That side of it has to be dealt with and the difficulty to some extent in this area is that it's very much up to the experience and judgment of the eductor as to what to select. I'm just trying to give you the pieces, pretty much in the order that they seem best to work with.

**Class 10**

These classes of processing are different levels, to some extent, but they slide into each other. Next we get into Class 10, and I wouldn't recommend running these items before Class 10: Perfect and imperfect source, because that really goes into all the God facsimilies. "In relation to a perfect source how could you help another?" You get into all kinds of interesting games with that one! And you've got to have a guy beyond his this lifetime religious belief structures to deal with that one.

In Class 10, the gradient would start with a Clearing Help bracket on knowledge and ignorance. "In relation to knowledge how could you help another?" On the other side of that would be a lack of knowledge. Followed by knowing about/not knowing about, followed by knowing and not knowing.

So you have perfect source/imperfect source, knowledge and the other side of knowledge, which may be either "ignorance" or "a lack of knowledge" or "not having knowledge". Then you would have knowing about/not knowing about. I have found in running knowing and not knowing that the guy usually has to then work at making a differentiation between knowing and knowing about. Then you run "In relation to knowing how could help another?" The last question on that one would be "How could knowing help you?" And then you run the not knowing side. How could not knowing help you? Again, when these Clearing Help brackets are fully and adequately run the individual transcends that which is being addressed. So by running this bracket fully, he transcends knowing and not knowing. This then puts him in an ideal position to really look at, view and understand the Dimension Plot.

So with the Clearing Help bracket, used in its positive and negative areas, we're now stretching all the way across Classes 7 through 10. The area which needs to be a little more clarified is the identification of the common denominators that need to be more specifically targeted in Class 8 for most individuals, but I didn't want to spend another month getting that all nice and tidily worked out before at least making this information available to you. I'd rather make it available now even though it's not fully put together or formulated. There's enough understanding behind it that you can go ahead and use it rather than trying to get it perfect.

**Classes 11 and 12**

As it stands now, this leaves us with a Class 11 for a review of what you've studied already, plus a review of earlier tech that's no longer included in the current lineup - a review of those processes which were developed, but in terms of trying to edit down what we do to a point where we don't have to process somebody for a thousand hours, we've had to edit them out. It's not that they're not good, but those that do the job of getting a person clearest fastest are the processes we have in the lineup at this time. And we're getting them clearer faster. now, and more clear faster now than we used to be able to.

But, there are still all these older other processes. All the various integrity processes, all the various goals assessments, dynamic assessments, and certain flow processes, potentials and violence, and a lot of other things that should be part of a professional eductor's toolkit. One of those may be the most applicable process in terms of clearing efficiency. The more tools you have, the more you can select and tailor them to the individual. So that's

what Class 11 is about. Then Class 12 leaves us an opportunity to thoroughly test you and make sure of your certainty on what you know, so you can manifest that certainty and utilize it. That's the way the subject stands right now. So this is a little introduction to upper level processes at this time. It still requires your listening to the rock tapes if you're studying this subject. It still requires your hearing the GPM materials as they were issued, just so you have that background knowledge, but you have a much simpler method of clearing somebody with this now. It seems to do the job.

**End phenomena**

Someone asked what are the end phenomena for these processes. The basic principles apply, including lack of communication lag. But what's the degree of understanding? Is the guy still growing and becoming more by examining this particular thing? The important thing on any Clearing Help bracket at whatever level, is has he transcended the quality being addressed?

When to leave the process is when the guy is senior to that thing being addressed. He is able to be the cause of it fully. And it's not bad. He doesn't have to think that it's a bad thing. Very often at the beginning of the process the person thinks it's a bad quality, or a bad creation of some kind. When he gets done, it's a creation. It can be given badness, it can be given goodness, but underlying that is the fact it is. It only is because it's generated.

Up in these areas you, the eductor, have to decide "Am I assisting this guy to be more and more in charge of his life and his mind and his state from moment to moment to moment to moment? Is he getting ahead with this, and is this thing I'm doing right now the best action to help him do that?" Theoretically on Class 10 you could run knowing and not knowing to a point where the guy is in control of everything, but you don't have the time to spend 400 hours doing that with a guy. So I get it so there's a cognizance of knowing and not knowing and a degree of control and creativity about not knowing and knowing, and it doesn't have a good or bad side to it. Not knowing is okay, and knowing is okay. That's something that beings do, they know and that's okay, and they not know, and that's okay, and you can do it or not do it.

**Dimension Plot**

Then you can run the Dimension Plot, because by this time the terminology of the Dimension Plot is totally real to him because you've educed it from him. So going through the Dimension Plot is not some struggle to generate reality on what the hell you're talking about. The Dimension Plot is largely a study and a structure of how do we set up knowing and how do we set up sourcing, and how do we set up creation, and how do we then set up the game plan for the physical universe to evolve in. That takes some degree of comprehension. And if you have run these brackets that I've described to you, the guy is ready to comprehend, or he already has, and just sees, "Oh, that's how it goes together! Aha!" Instead of grind, grind, grind away at the Dimension Plot.

I can share with you that when you get to running the Clearing Help bracket on source, it's really fun. Being a source/not being a source. The other one that's really fun, for the eductor, is knowing and not knowing, because if you have familiarity and cognizance of the Dimension Plot, when you're running the guy on knowing and not knowing you will see the Dimension Plot emerge, which is fascinating, because he's never seen it, and the answers he's giving you are all the pieces of the Dimension Plot.

Part of the reason the Dimension Plot was formulated was that in rock running people were missing a lot of things because they didn't know it was there to miss! So I put together the Dimension Plot as a way of making sure all the factors of the rock were put together and observed by every eductor, so they weren't being missed on eductees.

Most of these processes are fun because you're dealing with something that is very real to the eductee. He really views the item you put in the blank, and the see-saw of the help factors just smoothly runs. It's like a jet engine compared to a prop engine. It takes a lot more technical background to build a jet engine, but technically it's actually a simpler engine. It takes a high degree of technology to produce it. So we've moved from reciprocating engines to jet engines in the area of clearing with these Clearing Help brackets and knowing what to put in them.

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